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The December 1967 AACTE publication, "Standards and Evaluation Criteria for the Accreditation of Teacher Education--A Draft of the Proposed New Standards, With Study Guide," urges that content courses taken by prospective teachers be geared to the content that the teacher is expected to transmit to his pupils. This content has traditionally consisted of language (English), citizenship training (social studies), science, and mathematics. In culturally advantaged communities such a traditional approach can be tolerated, but the majority of students need information and techniques that will be of more immediate use to them. An alternate course of study for prospective teachers, which would guide them in eliciting from their students a behavior conducive to social productivity, could be created by replacing the traditional courses with the behavioral sciences--communications, behavioral social sciences, etc. Since the teacher's task is to change antisocial, unproductive behavior to social, productive actions, college courses of study should consist of content that will equip the teacher to help the average student become a productive member of society. (Specific course requirements for teachers of communications and social studies are suggested.) (LH)

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THE NEW NCATE EVALUATION CRITERIA AND THE REQUIREMENTS FOR A TEACHING MAJOR

S. J. Drumheller

The recurring question of the definition of content engages anyone concerned with the preparation of teachers for the schools. The December 1967 ACCTE publication Standards and Evaluation Criteria for the Accreditation of Teacher Education--A Draft of the Proposed New Standards, With Study Guide has far reaching implications for changes in the academic requirements in the prospective teacher's area of specialization. Implied is the idea that traditional academic content might not orient the teacher to the discipline he must teach as a graduate. Where this is the case, it is suggested that cross discipline majors be offered the candidate and courses added to the offerings in his discipline to prepare him for the profession.

> The professional studies component of the curriculum includes...(a) content for the field of specialization-content to be taught to pupils, and supplementary knowledge from the subject matter field(s) to be taught and from allied fields that are needed by the teacher for perspective and

flexibility in teaching;...(1967 NCATE Standards)

Although the general studies and theoretical-practice criteria are both definitive and useful, the writer sees the major contribution of the committee in their specifications for "Content for the field of specialization."

I

WHAT IS THE CONTENT REQUIRED OF THE PUBLIC SCHOOL TEACHER?

In the traditional school, a focus on four disciplines consume the major portion of the school day--language (English), citizenship education (social studies), science, and mathematics. It is argued that basic training in those areas prepares one for responsible citizenship while more extensive training prepares one for college and the professions.

The academic departments in teacher training institutions have a rather free hand in determining the discipline oriented requirements for the certification of teachers. Often those requirements are influenced by the courses the academicians prefer to teach. Figure I shows a rather typical set of field of specialization requirements for prospective secondary teachers in one institution. Note that the college tends to interpret language (or English) to mean literature, social studies to mean history, and political science, science to mean academic science, and math to mean academic math. The society of children, however, demands that the teacher be proficient in other content areas. The suburban child can usually live with the college trained teacher but the urban and rural

Figure I

TYPICAL CONTENT REQUIREMENT IN FIELDS OF SPECIALIZATIONS FOR HIGH SCHOOL ENGLISH AND SOCIAL STUDIES TEACHERS

English 1 and 2, or exemptions therefrom, are prerequisites to any other course in the Department of English. Majors and minors must also be accompanied by a related course, Speech 23, Effective Speech.

The teaching major in English requires 30 semester hours as outlined below.

Major:	English 61, 62	Survey of American Lit.....	6
	English 63, 64	Survey of English Lit.....	6
	English 121	English Grammar & Usage (or).	3
	English 124	The English Language.....	3
	English 127	Advanced Composition.....	3
	English 134	Shakespeare.....	3
	English Electives	(to include one advanced course in English Literature and one in American Literature and one other advanced course)	9
			30

Students preparing to teach in the Social Sciences must present a major consisting of 38-39 hours beyond History 1, 2 as listed below. The Social Science minor consists of twenty-four hours beyond History 1,2.

Major:	Social Science 51, 52	Introduction.....	6
	History 101,102	History of the U.S.....	6
	Economics 73	Principles of Economics.....	3
	Economics Elective.....		3
	Political Science 60	Introduction.....	3
		(or)	
	Political Science 73	American National Gvt.	3
	Political Science Elective		3
	Sociology 73	Principles of Sociology.....	3
	Sociology Elective.....		3
	Geography 1	Elements of Geography (or)..	3
	Geography 75	World Regional.....	3
	Social Science Upper Division Electives.....		6
			39

school child often finds the teacher's message quite irrelevant.

The plight of the children in the ghettoes and crowded cities and in vast expanses of poor rural areas demands a different kind of education if we are to survive as a unified nation with a popular government. Public schools might do well to follow the NCATE guidelines and differentiate between general and specialized education. Traditional academic education is a luxury which a sizable portion of the nation's children cannot afford. While the children of the cultural elite develop skills in communication, social attitudes and skills, objective observations, and the world of numbers in their neighborhoods, others need extensive assistance in developing the same skills and the school is the only institution which can provide it. Every child is entitled to a general education focused upon the acculturation process enabling him to be an acceptable, employable, self assured member of society. When this development is well under way, he can begin to undertake the tasks defined by the cultural elite.

A fundamental question which must be answered is, "What right do we have to consider the structure of this general education 'content'?" A clue to the answer lies in the knowledge explosion which has taken place in the behavioral sciences in the past two decades. The behavioral sciences have developed through a wedding of selected academic disciplines and social psychology. While most traditional disciplines have remained relatively frozen, the behavioral sciences are vital and growing. Four promising movements re-

lated to our four disciplines which might assist us in our general education program in public schools are communications (English), behavioral technology and social psychology (Social Studies), consumer economics (Mathematics), and the "process approach" (Science). These are new growing disciplines with expanding bodies of "content" focused upon the developing of essential citizenship behaviors.

An interesting change is taking place in the role of the department of education in the college or university. As the discipline of education grows, its knowledge and technology grows. Required courses in education get more and more rigorous. Educational psychology, psychology of adolescence, educational statistics philosophy of education, and theoretical foundations of education are now as disciplined as any course in the university. The procession of education is coming of age and the teacher needs the academic knowledge to communicate with other professionals and to read the literature. The practical task of developing teaching skills is now usually confined to a small part of one or two curriculum courses and a session of student teaching--the latter often quite unrelated to the college professional training. We now have a situation where we are asking the new behavioral disciplines to provide the teacher candidates with behavior changing competences while the educators become more concerned with professional content. This is a complete reversal of the situation in the 1930's when professional education was concerned with "how to do it" and the disciplines provided the content. The best medium for establishing the behaviors demanded by general

education is no longer academic verbal content. It is more concerned with establishing maximal conditions where desirable observable behaviors can be elicited. Eliciting appropriate enunciation behaviors require different behavioral science "know-how" than eliciting appropriate social bahaviors. The remainder of this paper will consider recommendations as to how fields of specialization requirements in language and social studies can be modified to serve the profession.

Let us first consider the school subject we now call language arts or English. The writer is convinced that every teacher should be competent in teaching children to communicate and that communications related knowledge should be the major "content" focus of the teacher candidate selecting language arts as his field of specialization. Communications is a new, vital and exciting discipline and is identified as such in many graduate schools. It focuses on studies geared to identifying factors which enhance and inhibit effective transmission of ideas through listening, speaking, reading, writing, gestures, etc. It recognizes that the future of mankind depends upon man's ability to communicate in the seeking of consensuses enabling all men to live together in mutually satisfying circumstances. The scope of the task of the communications program is suggested by the cells in the chart in Figure II.

The elementary and secondary school language program would, therefore, focus on the development of effective communications behaviors on the part of the learners. Lest the reader feel that what is good in the traditional humanities content will be omitted, he

Figure II

CONTENT OF CELLS TO BE BUILT INTO COMMUNICATIONS MAJOR

	Communicating Information	Persuasive Communication	Social Communications	Consumer Communications	Aesthetic Communications	
Reading						
Writing						
Speaking						
Listening						
Non-Verbal						

will find it provided for under aesthetic communication. It is interesting to consider that one communicates not only with others but also with himself. Getting to know one's self is an important part of becoming an effective individual.

The school subject of the social studies or citizenship education has its content roots in what is commonly called the behavior sciences. The objective is to elicit in the learner social behaviors which will make him a contributing member of society. Academicians consider the content of history, government, etc. to suffice as the content needed for citizenship training. Research in the behavioral sciences contradict this. The task is to change antisocial, non-productive behavior to social, productive behavior. A major portion of the task is related to attitude change--an area

not the forte of the academicians. A few learners can be taught using history as a medium. Most learners, however, will have to have the desirable behaviors nurtured in a life-like setting until they become habitual and comfortable. This means that the class must develop a social group and that social behaviors emerge through the careful tending of the classroom climate--a task requiring much structure from the behavioral sciences. The discipline has changed from a passive chronological study of history to an active pursuit of answers to life-related problems within a real social group. Content is certainly not the best word to describe the disciplined knowledge needed, but inasmuch as the academic world doesn't have an equivalent, we will continue to call it "content." The disciplined behavioral scientist is the only one who has the knowledge and he usually resides in the social science department. He, rather than the historian, should provide the teacher with the bulk of her knowledge in her field of specialization. The historian will say his discipline will enable the student to reach most of the objectives. The behavioral scientist can do it better, faster, and with a higher batting average.

II

TWO ROUTES TOWARD A NEW FORMULATION OF CONTENT REQUIREMENTS

Following are two rather unsophisticated attempts to define content requirements for secondary teachers. The first changes the discipline base of language arts from English to Communications and proceeds in a logical fashion to define appropriate course content. The

second changes the discipline base of social studies from history to the behavioral social sciences and somewhat whimsically selects existing courses to meet the content need. The first is certainly the better. However, the second might be a tolerable compromise, if compromise is necessary.

The communications program could be developed by a cross discipline team so that the terminology, referents and techniques used in the various media--reading, speaking, listening, and writing--can be kept in common and minimal whenever possible. The basic required "content" could be divided into eight courses and combined in pairs (see Figure III), each pair focusing on a major communications medium. The first course of each pair would have a cognitive orientation while the second would be skill focused (the pairs could be integrated and run concurrently). It is suggested that an inquiry approach be used in teaching the skills so that the learner will get insights transferable to his future public school teaching. Electives would be added to adapt the program to the learners interests and particular professional goals. (See Figure III).

The social studies program could be tailor-made as shown in Figure III, or it could be based on existing courses in the behavioral sciences. (See Figure IV). The latter alternative has been followed with a heavy reliance on laboratory courses. The course titles were simply lifted from an existing catalog and there was little effort put forth to round out the offerings. One can get a feeling from this list of

Figure III

SUGGESTED REQUIREMENTS FOR TEACHERS OF COMMUNICATIONS AT THE GENERAL EDUCATION LEVEL IN PUBLIC SCHOOLS

Communications I.	Informative Communications (3) History of Communications Psych. Foundations of Communications Cultural Determinants and Differences Individual Differences Guides to Effective Communications Frontiers and Research in Communications	Communications II.	Informative Communications (3) Informative Writing Informative Speaking Listening to Inform. Reading for Information
Communications III.	Persuasive Communications (3) Same	Communications IV.	Persuasive Communications (3) Persuasive Writing Persuasive Speaking Critical Listening Critical Reading
Communications V.	Aesthetic Communications (3) Same	Communications VI.	Aesthetic Communications (3) Same
Communications VII.	Social Communications (3)	Communications VIII	Social Communications (3)

Plus courses to meet specific job requirements and personal interests (Electives).

the ease with which the transition being proposed here can be brought about. The learner simply develops insights and skills related to the changing of social behaviors. A few traditional courses were appended to give the learner confidence to attack a teaching job at a traditional public school.

Figure IV

COURSES SELECTED FROM A UNIVERSITY CATALOG WHICH WOULD GIVE A SOCIAL STUDIES TEACHER CANDIDATE A RESPECTABLE FOUNDATION FOR TEACHING GENERAL EDUCATION IN PUBLIC SCHOOL

Behavioral Science Lab Courses
- General Psychology
- Social Psychology
- Animal Psychology
- Psychology of Learning
- Psychology of Play
- Sociology of Groups

Academic Courses (Behavioral Science)
- Comparative Cultures
- Delinquency
- Propaganda and Attitude Change
- Social, Economic and Cultural Problems in the United States

Traditional Content Courses
- American History
- Delinquency
- American Government
- Economic Geography

Summary

The foregoing discussion focuses on the standard found in the new NCATE evaluation criteria insisting that "content" should be geared to the content the teacher will be transmitting to her pupils when she begins her work in the public schools. The author builds a case for a public school general education program which changes pupil behaviors using the latest findings in the behavioral sciences. This implies that the behavioral sciences--communications, behavioral social sciences, etc.--rather than the traditional academic disciplines--English, history, etc.--provide the content for the programs. In culturally advantaged communities the traditional approach can be tolerated, but not with the mainstream or culturally disadvantaged.